DOCUMENT RESUME

ED 084 566 CS 200 913

TITLE	Yearbook Editing, English, Journalism: 5115.149.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	72
NOTE	13p.; Authorized course of instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Guides; *Editing; Elective Subjects; Journalism; Language Arts; *Layout (Publications); Photography; Secondary Education; *Student Developed Materials; *Teaching Guides; *Yearbooks
IDENTIFIERS	Minicourses; *Quinmester Program

ABSTRACT

Developed as part of a high school quinmester unit on yearbook editing, this guide provides the teacher with strategies for teaching a course designed to train student editors in developing a plan for the book, emphasizing the importance of the yearbook as a permanent document. Students apply this philosophy in planning a theme and in insuring continuity, accuracy, and fully representative coverage of students, faculty, academic and extracurricular activities, and current attitudes. Range of subject matter focuses on developing the theme and the sections; outlining the year's work; supervising the layout, the photography, the preparation of the dummy, the compilation of the index, and the proofing of the sections; planning the sales campaign, overseeing the budget, and distributing the book; and making recommendations for next year's book. The guide is arranged by performance objectives with suggested teaching strategies listed under each objective. Appended is a list of student and teacher resources. (HOD)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS
Yearbook Editing
5115.149
5116.152
5165.16

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YEARBOOK EDITING

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English, Journalism

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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COURSE NUMBERS
5115.149
5116.152
5165.16

COURSE TITLE: YEARBOOK EDITING

COURSE DESCRIPTION: A course designed to groom editors for the yearbook. Future editors are trained in developing a plan for the book, emphasizing importance of the yearbook as a permanent document. Students apply this philosophy in planning a theme and in insuring continuity, accuracy, and fully representative coverage of students, faculty, academic and extra curricular activities, and current attitudes. Methods of staff organization and scheduling, photography, deadlines are included.

I. PERFORMANCE OBJECTIVES

A. The editors and the business staff will confer with the advisor to plan tentatively the theme and the various sections of the yearbook and their deadlines.

B. The editors confer with their groups to make plans outlining the year's work.

C. The editors supervise the layout, the use of color, photo editing, typing of the dummy, and compilation of the index.

D. The business staff plans the sales campaign, the budget, and the final distribution of the book.

E. The editors, after discussing conditions of contracts with printers and photographers, make recommendations for the next year's contracts in accordance with Dade County specifications for yearbooks.

II. COURSE CONTENT

A. Rationale

The purpose of this quin is to establish the leadership for the publication of the yearbook -- the history of the school year. The yearbook should be as objective as possible treating all the curriculum, organizations, and individuals with the same impartiality. Editors should have some degree of proficiency in performing the tasks of putting the yearbook together and should act as leaders in getting the project completed. Editors should look upon the group as a team and keep all working together with a good esprit de corps.

B. Range of subject matter

1. Developing the theme and the sections

2. Outlining the year's work

3. Supervising the layout, the photography, the preparation of the dummy, the compilation of the index, and the proofing of the sections

4. Planning the sales campaign, overseeing the budget, and distributing the book

5. Making recommendations for next year's book

III. TEACHING STRATEGIES

A. The editors and the business staff will confer with the advisor to plan tentatively the theme and the various sections of the yearbook and their deadlines.

1. Discuss with students items such as the following:

a. Themes used in previous yearbooks produced by students at the particular school.

b. The philosophy of the school

c. The nature of the student body

d. The makeup of the community

Ask them to generate as many thematic ideas as they can, taking the above factors into consideration. From this range of themes, have them select one which can be developed within the budget alloted.

2. Outline the basic sections and discuss how the theme can best be carried out in each.

3. Paginate the sections.

4. Select layout patterns and type.

5. Discuss the use of color and special effects and arrive at a decision as to how it will be used throughout the book. A photographer or printer's representative can explain to the class how four separations are made from each color transparency, as well as give an explanation of contract color prints (C-prints).

6. Discuss the cover. This can be given to a committee or the advisor could ask for help from the art department.

B. The editors confer with their groups to make plans outlining the year's work.

1. Have each editor discuss with other members of his group ideas that each has in mind to decide what should be included in his section.

2. Have the editors cooperatively make schedules for the photographer and the people to be photographed to see that they get together at the right time keeping in mind the regular school schedule.

3. Schedule pictures. (A regular printed form will facilitate scheduling.) Make these out in triplicate: one to the photographer, one to the student or students being photographed, and one to the advisor. If a special background or props are to be in the picture, these are to be pre-arranged.

4. Assign copy to be written.

5. Discuss deadline dates.

   These are suggested deadlines with a distribution date of May 1.

   November 1 -- (about 50 pages) Finish layouts for senior mug pictures, and write copy for the introduction. Plan cover.

   December 25 -- (about 100 pages) Finish introduction. Finish all of the faculty section and layouts for under classmen.

   January 31 -- (about 100 pages) Finish senior section, and as many as possible of organizations, football, cross country, basketball, wrestling, bowling, gymnastics, and girls' sports.

   February 15 -- Finish organizations, tennis, golf, track, baseball, in the sports section. Finish the ads and feature section.

C. The editors supervise the layout, the use of color, photo editing, typing and editing of the dummy, and compilation of the index.

   1. Have students design layouts for their particular sections. These are to be checked with the editor for consistency and then approved.

   2. Ask students to determine how they will use any color and/or special effects.

   3. Review with students the procedures for cropping a picture.

4. Have students crop the pictures for their sections.

5. Approve layout design, copy, cropped pictures, captions, and headlines as they are completed.

6. Have the copy, headlines, captions typed onto the dummy.

7. Supply editors with cards of proof reading symbols, or use one available in the textbook. After the editor marks the proof and one other staff member goes over it, it is advisable for the editor-in-chief to check it carefully. The advisor then checks the proof. Keep in mind that this activity is reading proof, not editing. Use a red or blue pencil as indicated.

8. Have students turn in double page spreads as they are completed. Make corrections, if necessary, and have them returned for final approval.

9. Compile the index. An index is necessary for a well-planned yearbook. One index is better than several and easier for the reader. If senior credits are put in the index, the layout of the class pictures is improved. Every student in the senior class, faculty member, and organization is included in the index. For each there should be a 3 by 5 card. These are kept up-to-date by putting the page numbers on as the pictures are laid out. After the dummy is completed, the credits are added to the seniors; subjects taught, degrees, and sponsorships to the faculty; and then all are arranged in alphabetical order. An accurate typist completes the copy, and it is then sent to the printer.

D. The business staff plans the sales campaign, the budget, and the final distribution of the books.

1. Plan a sales campaign.

a. Make posters. Posters are made by members of the staff to stir interest in the yearbook as to when and where it can be purchased.

b. Make announcements. Announce over the public address system items attuned to students. Students succeed better than the faculty advisor or the activity director.

c. Place ads. Use the school newspaper as a medium for advertising. Try some original student ideas.

(1) Line up clubs, merchants, and/or individuals, who might advertise in the yearbook. The ad manager assigns companies or individuals to various staff members with a deadline to report on success or failure and the reason.

(2) Contact club presidents at the same time that their pictures are planned. One plan that has worked is to give a two-page spread in the organization section to the club that takes a page or a half page of advertising. In this case clubs are not charged for pictures in the organization section. The ad manager sends bills after the books are distributed and if possible a tear sheet of the ad as it appears in the book.

(3) Provide incentive for sales personnel. Give a free yearbook to any staff member who sells 100 books. Some staff members have found it successful to have friends in other homerooms, clubs, or classes work

for them to get their quota. The staff member, however, is responsible for these sales and turns in the receipts and money to the business manager for his own credit.

(4) Decide upon a payment plan and time. Plan campaigns to sell as many yearbooks as possible. It is advisable that half the complete price be made as a down payment since a lower payment on the yearbook is often not picked up for the second payment, and it makes the bookkeeping easier. The Dade County Public Schools provides a receipt book with two sections to take care of this contingency. Ad campaigns are to be planned and followed up with systematic salesmanship. In one school the month of September is the time allotted for the first selling period. Those buying in September pay one-half the selling price for this month, or, if they prefer, the whole payment. The September price is a dollar lower than the October price and two dollars lower than the price if the book is bought at the time that it is distributed. Final payments or the second half are made in January and February in the Journalism Office. If any books are left over when they are distributed, there is another dollar advance in price. The total number of books printed is determined from the whole or down payments collected before November 1, plus the number of complimentary copies needed.

2. Plan a distribution schedule which will be smooth and efficient.

   a. Make announcements over the PA, via bulletins and posters to tell students how yearbooks will be distributed.

   b. Appoint a committee to take charge of distribution. The student committee members match the two receipts (pink and white) with the yellow carbon receipts on file. They ask the buyer to sign his name on the yellow receipt and then collect all three. Staple all together and file for the auditor. Only then do they give the book to the buyer. If the buyer does not have a white and pink receipt, if he has lost it or has not paid the second half, the staff member consults the yellow card. If this card does not show a second payment, then the staff member sends the buyer to the treasurer's office to finish the payment.

3. Oversee the budget. Have the business manager and his staff keep constant track of the money available, how much has been spent and how much is to be spent.

E. The editors, after discussing conditions of contracts with printers and photographers, make recommendations for the next year's contracts in accordance with Dade County specifications for yearbooks.

1. Set the time. The spring before the current year, about the first or second week in May (time enough to have finished the present contract and enough time to make arrangements with the next year's staff), contracts are made and signed.

2. Review the bid forms. The Dade County Public Schools have a bid form for photographers and printers. Blanks are available for various specifications to be filled out and sent to at least three photographers who have contacted the advisor during the year and three printing representatives. Bids on these forms are sent out with a deadline for the opening and reading.

3. Read the contracts. A committee appointed by the advisor or principal is present at the reading of the bids, and the committee reviews the various specifications to decide who will do the work in that school for the next year. The lowest price does not necessarily receive the bid, but the committee must justify its choice if the lowest bid is not taken.

IV. STUDENT RESOURCES

A. State-adopted textbooks

Hartman, William. Journalism. River Forest, Illinois: Laidlaw Brothers, 1968.

Mulligan, John and Dan D'Amelio. Experiences in Journalism. Atlanta: Lyons and Carnahan, Inc., 1956.

B. Non state-adopted textbooks

Hurley, Gerald D. and Angus McDougall. Visual Impact in Print. Chicago: American Publishers, 1971.

Spears, Harold and R. H. Lowshe. High School Journalism. New York: Macmillan, 1960.

V. TEACHER RESOURCES

A. State-adopted texts (See above)

B. Books

Medlin, C. J. School Yearbook Editing And Management. Ames, Iowa: Iowa State College Press, 1956.

MacGiffin, Vida B. and Crissa Frost Kingsbury. Yearbooks. New York: Hastings House, 1962.

C. Personnel

1. Photographers
2. Printing representatives
3. Mr. Rogers Eikenberry, Dade County Public Schools. Finance Director.